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A FUTURE FOR WOMEN AT THE UNIVERSITY OF TORONTO: THE REPORT OF THE AD HOC COMMITTEE ON THE STATUS OF WOMEN

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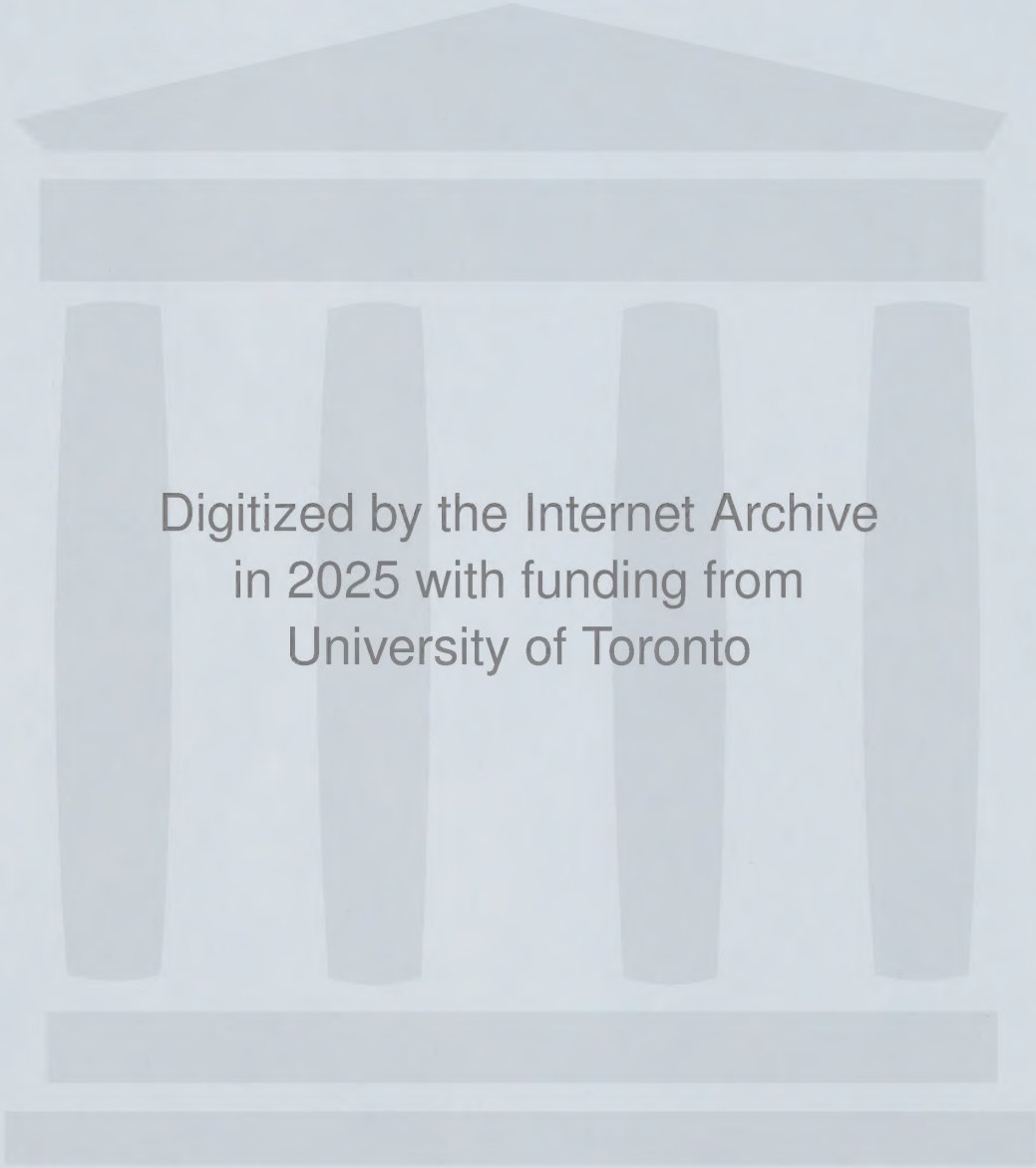
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FOREWORD

The Ad Hoc Committee on the Status of Women was formed in the spring of 1984 to speak on behalf of women in all constituencies of the University of Toronto. In 1984 it presented briefs from each constituency to Acting President Strangeway, recommending the appointment of a Status of Women Officer. In 1985, the Committee began preparing this Report, doing the background research including interviews and consultations with members of University constituencies and with knowledgeable people at other universities and colleges. The present Report formally identifies the problems that should be addressed and makes recommendations for change.

Although the University of Toronto teaches the greatest number of women students and employs the greatest number of women staff and faculty in an Ontario university, its record with respect to their status has been far from remarkable. A number of positive initiatives were taken last year, the year of the centenary of women's admission. Nevertheless the problems go deep and much remains to be done.

1. PREAMBLE

The University of Toronto, like many other universities and other institutions, sustains a deeply embedded male dominance in its normal working processes. The roles of women and men represent the traditional division of labour whereby men had careers and women had more transitory roles in the paid workforce. The traditional rights of men to appropriate the work of their wives in the home was transferred to the work of women as secretaries, as administrators and even as junior scientists. The pursuit of career was the proper business of men. The University was organized on this basis, supporting and facilitating that enterprise. Women were employed in the work not relevant to career advancement. Women students followed courses of study which assumed for most that while they might be employed outside the home, they would not have a career; or, if they had a career (in a field such as nursing) that it would be in subordination to men.

Issues for women in the university are generally conceived in terms of discrimination. We think of biases entering in at points where crucial career judgments are made, when people are hired, or let go, or promoted, or given tenure, or admitted to study in a given field at a given level, or awarded scholarships. The notion of discrimination assumes that women and men stand in essentially the same relation to opportunities in the university. It assumes that the university is essentially gender-neutral and that the apparent inequalities of women and men are the effects of bias. Eliminate it and inequality will be rectified. But the matter goes deeper than that.

The problem is more than a matter of attitudes. The gender organization of the university is part of how it gets its business done. Much has been changed and many earlier practices have been modified. But much remains. The gender organization of the university is not limited to effects on opportunities for advancement but is part of our daily working relationships.

In what follows, the Ad Hoc Committee on the Status of Women has identified many of the aspects of university life which must be remade to create a university which truly lives up to its claims to universality so far as gender is concerned. These are familiar. We have looked at the role the university plays in an educational process that prepares women and men for the future parts they will play in society; we have looked at the university as a workplace; and we have looked at the university as a place of learning and the development of knowledge and culture. In all these respects, the university has been active in perpetuating inequalities between women and men.

In identifying specific issues we have drawn on the work of status of women committees at many universities in Canada (see Appendix A), on Government Affirmative Action Programs (See Reference section on staff), as well as on the experiences of many we have consulted at the University of Toronto. There are three major problems:

1. The survival in universities and professions of a male monopoly of scholarly, scientific and cultural life. This is perpetuated in the language of the university, in its curriculum, and

in the ways in which women participate in the intellectual life and work of the university.

2. The organization of courses of study and occupational advancement treats the male life cycle as the norm. No account is taken of the fact that women's child-bearing period coincides with the period of study or professional work which establishes her professionally. The possibility that in the future a greater part in the work of childrearing will be played by men does not remove the importance of taking parenting responsibilities and their present gender-differentiated allocation into account.

3. The survival of the traditional division of labour confining women to jobs with relatively limited opportunities for advancement.

2. UNIVERSITY-WIDE ISSUES

Many of the changes needed to create equality for women in the University are specific to one of its three constituencies. There are some, however, which must be addressed at the level of the institution as a whole.

2.1. SEXIST BIASES AND PRACTICES DEMEANING WOMEN

Sexist biases and practices demeaning women persist. We can read the continuing sexist humour of the Toike Oike. An entertainment for students, staff and faculty in a social science department recently was marred by "humour" degrading women. Naked women were pictured weighing their breast and graphs of data were presented in the shape of a female breasts. In orientation week this year, engineering students displayed a blow-up life-sized doll with a phallic dildo between her legs. A professor lectures on Aristotle's views on women and follows with a joke for male students "....but we all know one thing women are good for...." Such incidents display sexism as a normal and acceptable feature of university discourse. We endorse the position of the Coalition for Unbiased Language calling for an official policy statement of the University of Toronto to end sexist and racist language in lectures, textbooks, printed material on campus, as well as in all University office correspondence.

> A. RECOMMENDATION: The University should establish a code defining sexist and racist demeaning jokes, remarks, etc. as unacceptable in University contexts and publications. The code should be widely publicized. It should be supported by a program of workshops for administrators, Directors, Principals, Deans and Chairpersons.

2.2. MALE BIASES IN THE LANGUAGE OF OFFICIAL UNIVERSITY BUSINESS

There is a persistent use of a masculine language which claims to be gender-neutral. Although improvements have been made in the official publications of the University to recognize that women as well as men are students, faculty and the administrative staff, much remains to be done. In our view, the University has a special responsibility to give leadership in this area. There are ample sources of models for appropriate changes in nomenclature, pronomial uses, etc. (for example, the Ontario Women's Directorate's "Words that make women disappear").

> B. RECOMMENDATION: A committee should be set up to develop guidelines for non-sexist language in the conduct of University business and in university publications, official pronouncements and official letters.

2.3. CHILDCARE FACILITIES

Women still assume the major responsibility for childcare, and the absence of adequate childcare facilities represents a particular impediment to their university work, whether as students, faculty or staff. The University's failure to support childcare adequately reinforces the disadvantages women experience. Childcare facilities are also, however, important to the increasing number of men who are sharing parenting responsibilities with their wives or partners.

Childcare facilities on campus are inadequate to meet the needs of faculty, staff and students. There are staff members who do not earn enough to afford the fees. There are no facilities for children under two-and-a-half. There is no evening childcare enabling students with small children to attend evening classes or use the library in the evening or facilitating the evening work of faculty or staff. There is no short-term childcare in key areas such as the library where children can be left while parents pick up materials in the stacks, return books, etc.

C. RECOMMENDATION: The University should undertake responsibility for providing childcare facilities, including care for children under two-and-a-half and should subsidize staff and students whose income is insufficient to afford the fees. Childcare facilities should be available in the evenings as well as during the day, and drop-in care provided at the library.

We applaud the investigation of day care needs on campus recently undertaken by a committee on day care policy set up to advise the Vice-President (Business Affairs). We note, however, that (as reported in the Bulletin of October 7th, 1985) the survey undertaken addresses faculty and staff only and does not address the needs of students. We understand, however, that the Status of Women Officer has taken up this problem and a mechanism is being devised enabling students to be consulted.

2.4. SEXUAL HARASSMENT, SECURITY, THE WOMEN'S CENTRE

There are three University-wide issues which are currently the focus of organized pressure and debate. We endorse these strongly, but do not comment on them at length since they are amply discussed elsewhere.

1. The first of these is the issue of sexual harassment. The University's Working Group on this issue has now completed its work and has submitted a Report to the Provost. We endorse the draft policy and look for its early approval;

2. A committee is currently investigating the problem of security on campus. This is of special importance to women working in the evenings and at night;

3. Finally, the Coalition for a Women's Centre has made important advances towards the establishment of a Women's Centre and space has now been made available.

2.5. MONITORING CHANGE

The changes which the University must make to become a truly equitable institution are difficult and painful. They involve the rectification of its public existence and its everyday working practices. Overall change requires many changes in many sites, and the total picture needs periodic review.

D. RECOMMENDATION: The University should institute a periodic review of its overall progress, collecting whatever quantitative data would be needed to monitor the gender status of the university and reporting back to the Governing Council and the members of the University at large every three years. Responsibility for the review should be lodged with the Status of Women Officer.

3. THE CONCERNS OF STUDENTS

We have considered the issues for women students under three main aspects, those relevant to the part the University plays in structuring the career process and hence in reproducing the traditional gender division of labour in paid employment, the importance of recognizing the ways in which women's family commitments may impede a university career, and concerns with gender inequalities in the educational practices of the University.

3.1. THE CAREER PROCESS

Women's participation in post-secondary education and the paid labour force has more than doubled in the last forty years (Armstrong and Armstrong, 1978). Yet women's educational gains are not reflected in the occupational structure of the labour force. Seventy per cent of the female labour force is employed in the area of sales, service and clerical work. The educational system, from elementary school through university, perpetuates the segregation and ghettoization of women in the labour force by streaming women into traditional areas. Women are thereby denied equal access to the scarce resources of power, pay, respect, and prestige as well as opportunities for the creative realization of their abilities. Changes in the role of the University include changes which are treated under other sections of this report. The provision of childcare is of vital significance in removing the disabilities many women students experience in pursuing their studies. Increases in the proportions of women in tenure-stream faculty and senior administrative positions provide women with role models as well as sources of support. The discussion and recommendations in this section address inequalities specific to the careers of women university students.

3.1.1. RECRUITMENT TO NON-TRADITIONAL AREAS OF STUDY

The University is the final stage of a process which is begun in the school system. Hence it inherits the results of gender differentiation already completed in the schooling process. However, the University is highly influential in shaping the course of studies in high schools and should exert its leadership in actively seeking to reshape the distribution of women and men entering non-traditional fields from the secondary school level.

> A. RECOMMENDATION: The University should develop an active program of recruiting young women to non-traditional programs, creating new recruitment materials (as has been done by the University of Waterloo for the field of engineering), establishing positions with specific responsibilities for liaison with high schools, and sponsoring career workshops in secondary schools to make young women aware of career options and their academic requirements.

3.1.2. GRADUATE SCHOOL

The careers of students within the University from undergraduate to graduate status should be scrutinized. Is admission to graduate school equitably distributed between women and men? Are there processes discriminating against women such as those informal practices which weight men's achievements more favorably than those of women? Is there an equitable distribution of financial aid?

In the context of differentials in financial aid, it should be noted that existing differentials between Arts and Humanities and Physical and Life Sciences have major implications for women. Financial aid for students (fellowships, scholarships, research and teaching assistant funds) is more abundant in the Sciences than the Arts. Women's relative over-representation in the Arts and Humanities and their under-representation in the Physical and Life Sciences is therefore consequential for women's access to financial aid.

> B. RECOMMENDATION: The University should institute and publish a study of the gender distribution of admission to graduate studies, access to funding, etc. including the effects of the unequal distribution of financial aid to Arts and Humanities and the Sciences, and develop a policy for the rectification of inequities.

If women have children during their graduate careers, they can experience loss of financial support. CUEW has made some progress on the issue of parental leave. Women graduate students interrupting their studies because of the birth of a child can extend their terminal date for the completion of their degree, but students on parental leave cannot defer University of Toronto fellowships.

> C. RECOMMENDATION: The University should allow women graduate students interrupting their studies because of childbirth to defer their University of Toronto fellowships.

There is no recognition that the advent of a child dramatically increases the workload of women at home, making it hard for a graduate woman student with a child to resume her studies on the same basis as before.

> D. RECOMMENDATION: The University should institute a part-time Ph.D. status.

3.1.3. PLACEMENT

Women graduates of the University confront a labour force in which there are marked differences in opportunities for women and men. Women are particularly likely to experience difficulties in securing employment in non-traditional areas.

> E. RECOMMENDATION: The University should seek the advice of the Ontario Women's Directorate in devising means of extending its affirmative action policies into the placement process. In the meantime, these steps should be taken:
>
> 1. the University of Toronto should permit only 'equal opportunity' employers to recruit on campus;

2. faculty members should be alerted to the employment needs of women students when hiring teaching or research assistants and be encouraged to recommend women as well as men for positions.

3.2. THE INTERRUPTED EDUCATIONAL CAREER

Women's responsibilities for childcare and unpaid work at home as well as their lack of financial independence and their relatively low earning capacities create impediments to university education which do not exist in the same way for men. The University system supports existing inequalities between women and men merely by assuming that the conditions normally present for men are present for women. One important aspect of this is the provision of adequate and low-cost childcare facilities on the University campus (see 2.3 above). Others involve expansion of existing services.

3.2.1. RECRUITMENT OF MATURE WOMEN

In the past, the constraints on women's career choices were even greater than today. Older generations were less likely than younger to enter the work force or embark on career training paths. The University should undertake a particular responsibility to mature women who were unable at an earlier stage in their lives to develop their intellectual talents.

The Transitional Year Programme, Woodsworth College and the School of Continuing Studies already provide opportunities for mature women. Their capacities to serve mature women should be strengthened and expanded.

F. RECOMMENDATION: Woodsworth College and the School of Continuing Studies should actively expand their services for mature women. These should include the following:

1. an active campaign to attract them to university-level work, with special emphasis on non-traditional fields;

2. the provision of special orientation and counselling to assist in their adjustment;

3. with the advice of the Ontario Government's Women's Directorate, the development of programs bridging university training and career opportunities for mature women.

3.2.2. DEGREE PROGRAMS FOR WOMEN IN THEIR HOMES

Lack of childcare, inability to leave their homes, and lack of independent financial support bar the entry of many women to university-level education. The Open University in Britain has been particularly successful in providing university education to women in their homes.

G. RECOMMENDATION: The University should reconsider their present policies concerning 'distance education' and explore with the Provincial Government the development of a 'distance education' program leading to bachelor's level degrees.

3.2.3. CAREER INTERRUPTIONS AND THEIR BRIDGING

Women are more likely than men to experience marriage and/or childbirth as interruptions in their educational career at the secondary school level. The Transitional Year program continues to be very important in providing an opportunity for women to bridge the gap between an interrupted education and university-level studies.

H. RECOMMENDATION: The Transitional Year program should be strengthened and expanded.

3.3. CLASSROOM AND CURRICULUM

3.3.1. CLASSROOM CLIMATE

In either blatant or subtle forms, sexism in the classroom is a serious problem. Thus far, the University has made no systematic attempt to eliminate it. As documented by Hall and Sandler (1982), this type of sexism can range from obviously preferential treatment of male students, sexist language and humour, the distribution of sexist materials, to more covert responses by faculty such as interrupting women students when they speak, acknowledging and calling on them less often than men (See Appendix B). Similar practices have been thoroughly documented in studies in a variety of other contexts of male-female interaction. Sexism in the classroom impedes the development of the full personal and academic potential of women students. It creates unequal access to the educational situation.

I. RECOMMENDATION: Teaching guidelines on sexism in the classroom should be incorporated into the existing teaching guidelines prepared and distributed by the Provost.

J. RECOMMENDATION: An evaluation of sex bias in the classroom should be incorporated into teaching evaluations of all faculty and teaching assistants. (An example of how such teaching evaluations might be framed is provided in Appendix C)

K. RECOMMENDATION: The University should set up a grievance procedure to deal with complaints relating to sexism in the classroom.

One of the problems of sexism in the classroom is that it involves practices which women and men take for granted. An important step in changing the situation is to improve people's awareness.

L. RECOMMENDATION: The Provost in conjunction with the Women's Centre should develop a program to raise awareness of sexism in the classroom, including a well-publicized information campaign and workshops for faculty and teaching assistants.

3.3.2. ELIMINATING GENDER BIASES IN THE CURRICULUM

In the area of scholarly and scientific studies related to women, the University fails to provide adequate access to the developing knowledge and thinking. Current work of scholars and scientists is rectifying the almost total silence of the past. One indication of the subordinate position of women in the University is the extent to which academic concerns of particular relevance to women are marginalized in the curriculum and in the research priorities of the professorate. Some departments in which women's concerns might well occupy a major place offer no provisions for their study. While active interdisciplinary Women's Studies Programs do exist at New College and at Scarborough Campus, they operate at an inadequate level of funding and only at the undergraduate level.

An essential step to the full equality of women at the University of Toronto is to accord full status to Women's Studies by providing an institutional focus for teaching and research.

> M. RECOMMENDATION: The University should establish an Interdisciplinary Centre for Women's Studies with teaching responsibilities at both the graduate and undergraduate level. The Centre would have the budgetary and institutional capacity to hire and cross-appoint faculty.

> N. RECOMMENDATION: The University should ensure that Women's Studies courses are available on all of its three campuses.

At the same time, it is important to avoid confining Women's Studies to a single program or centre. Women's issues and concerns are integral to a wide range of faculties and departments and should be incorporated as a normal part of other studies. Such 'curriculum integration' should also be an important objective. To this end, as well as to support the establishment of a Women's Studies Centre, the University needs to recruit more faculty specializing in women's studies in various areas.

> O. RECOMMENDATION: The University of Toronto should allocate special funding to enable Departments to appoint scholars specializing in women's studies in their respective fields. Appointments would be made according to normal departmental procedures and standards, with the restriction that the major scholarly commitment of those appointed would focus on women.

These 'institutional appointments' should not be considered in any way as a substitute for the improvement of opportunities for women faculty.

It is important that interested faculty members should have opportunities and encouragement to become knowledgeable in thinking and research related to women in the fields of their specialization.

> P. RECOMMENDATION: The University should establish a program of professional incentives enabling faculty members to undertake special studies in Women's Studies in their field of specialization.

3.3.3. ATHLETICS

3.3.3.1. VARSITY ATHLETICS

Gender inequality in sport appears as differential access to scarce resources and differential evaluation and status. Men's sports (for example, hockey, football and basketball) are more highly valued in our society than sports in which women excel (for example, gymnastics, skating and field hockey). The Sopinka Report(1983) on equal opportunity in athletics concludes that there is discrimination against women in university programs. Equality of opportunity is denied to women athletes through the underrepresentation of women in athletics, unequal funding, unequal promotion of women's sports, discrimination against women in the allocation of athletic facilities, practice times and other services. Women contribute equally to finance athletic programs yet they receive unequal benefits. The unequal representation of women as coaches, instructors and administrators in athletics deprives women athletes of role models and support.

It is imperative that the University commit itself to equality of opportunity for women and men in sport. Gender equality in athletics cannot be realized unless women are given equal opportunity and women's sports equal value with those of men.

> Q. RECOMMENDATION: Women's athletic activities should be given funding and support equal to that available to men's. They should receive the same level of coaching, facilities, competitive opportunities, practice time, uniforms, equipment and travel allowances as men.

> R. RECOMMENDATION: The University should establish a media policy with University newspapers, city newspapers and city television pressing for equal coverage of female and male sports competitions and athletes.

3.3.3.2. INTRAMURAL AND RECREATIONAL ATHLETICS

The situation at the intramural and recreational level parallels the situation in Varsity sports. Women students contribute funds to athletic programs on the same basis as men, but they do not share equally in the use of the athletic facilities and opportunities these funds support.

> S. RECOMMENDATION: Women's intramural and recreational sports should be given funding and support equal to that available to men.

These inequalities can be traced to socialization and societal attitudes. Women have not been encouraged to develop athletic skills and as a result cannot successfuly compete in intramural sports or participate in recreational sports. A program is needed to encourage women to participate more fully in the development of their athletic abilities and interests.

> T. RECOMMENDATION: The Athletics Department should develop a program to encourage women students to participate in athletic programs and should provide remedial programs to assist women in upgrading their athletic abilities.

3.3.4. STUDENT COUNSELLING SERVICES

The increasing breadth of academic and social choices promote difficult decisions for women of all ages and academic levels in today's university. Gender biases in the University and in the society also create special problems for women. Student counselling services should be capable of responding to the distinctive needs, situations and problems of women students.

U. RECOMMENDATION: The University should review the adequacy of its counselling services to meet the special needs of women students. The following measures should be considered in reorganizing its services:

1. A counselling centre should be established to provide academic, psychological and health counselling for women;

2. There should be sufficient women counsellors to meet the needs of women who prefer to consult women;

3. Professional development programs in non-sexist counselling should be established (for guideliness, see Pettifor, Larsen and Cammaert, 1984);

4. Information about the availability of counsellors should be provided in residences, student newspapers and the Women's Centre.

4. THE CONCERNS OF ADMINISTRATIVE STAFF

Women administrative staff confront problems arising from the established institutional organization and prevailing attitudes in the University. Discrimination and inequitable treatment are for the most part not conscious. Rather they arise from everyday practices which are embedded in established procedures. The University must initiate measures to break with these. Women are the majority of the administrative staff. They continue to be disproportionately employed in lower level positions and with lower salaries relative to men (See Appendix C). The range of positions accessible to them fails to make use of their abilities. Past and present personnel policies and practices have deprived them of the opportunity to realize their talents and potential.

These practices are not peculiar to the University of Toronto. In similar situations in government and the private sector, remedies have been sought by instituting affirmative action programs. The Ontario Women's Directorate of the Office of the Minister Responsible for Women's Issues and the Ministry of Labour's Women's Bureau have supported such programs with considerable success. It is time that the University of Toronto took action. It is important that definite objectives and timetables be set in the making of change (see Appendix D for models of such timetables).

> A. RECOMMENDATION: An Affirmative Action program should be instituted with definite targets for recruitment, promotion, a definite timetable for achieving its objectives and a built-in monitoring system to assess its progress.

Change in this area requires the appointment of a person with appropriate qualifications and expertise to guide and manage the implementation of change. The specialized work and its extent could not be simply added to that of the present Status of Women Officer. A distinct position with special responsibilities and qualifications in this area is essential.

> B. RECOMMENDATION: The University appoint a qualified Affirmative Action Officer with experience both within and outside the University to develop programs, procedures, objectives and implementation plans, and to guide the process of implementation.

4.1. RECRUITMENT, SELECTION AND OPPORTUNITY FOR ADVANCEMENT

A key point at which discrimination operates is through the system of promotions. Though administrative vacancies within the University must be advertised, in practice this does not ensure that women are aware of them. The official policy of giving preference to internal candidates is often given only lip-service and in practice well-qualified women are passed over. The system of recruitment and selection must be redesigned to ensure that internal vacancies are genuinely open to women.

> C. RECOMMENDATION: The University should review and reorganize its procedures for filling internal vacancies as follows:
>
> 1. qualified women should be actively sought out and encouraged to apply. To this end, a

system of record-keeping should be established making it possible to locate the files of those qualified for a position, who could then be contacted and encouraged to apply;

2. job descriptions should reflect the realities of the job and be free of gender-biased language;

3. "bridging" positions should be created to provide experience for qualified women enabling them to advance to senior positions;

4. women should be made aware of potential career paths and how best to prepare themselves for advancement. Positions into which they might move should be specifically targetted;

5. there should be an increase of resources applied to career development programs, particularly to "in-house" training, re-training and course work in the School of Continuing Studies. Information on available relevant career-development programs should be made widely available to administrative staff;

6. Internal candidates should be given clear preference and no resort made to external appointment until reasons for not hiring internally have been given in writing and reviewed by the Personnel Officer and the Affirmative Action Officer.

4.2. JOB CLASSIFICATION AND EVALUATION

The ways in which jobs are classified reinforces the assumptions of the traditional gender division of labour, opening career opportunities for men and locating women in dead-end or limited-opportunity positions (see our Preamble). A job classification system based on gender assumptions will, for example, describe the same work differently depending on whether it will be done by a man or a woman. When women come forward for promotion, they may find that previous work experience relevant to advancement has not been recorded in ways which make its relevance objectively visible. Or the series of steps within a set of positions which women are expected to fill creates a very different range of salaries and opportunities for advancement than a similar set to be filled by men. Problems such as these point to the need for a review of the job classification system.

D. RECOMMENDATION: The job classification system should be subject to scrutiny in terms of its reinforcement of gender biases and an alternative system should be developed to remedy this.

E. RECOMMENDATION: Job ladders, facilitating vertical and lateral movement, should be developed and published.

The system of evaluation is too discretionary and subjective, leaving it wide open to the effects of gender stereotypes and prejudices. We know from a variety of studies that women's qualifications and abilities tend to be discounted merely because they are women (see, for example, Smith, 1978). Many are not aware of these processes and practices which may therefore creep unconsciously into the making of judgments and decisions. It is important to develop more objective procedures or evaluations which are less subject to the individual discretion of managers.

F. RECOMMENDATION: The present subjective evaluation procedures should be abandoned and replaced with a system of objective evaluations, acceptable to administrative staff as represented by UTSA and to the Administration.

G. RECOMMENDATION: In conjunction with the Women's Directorate of the Province of Ontario, the University should develop a program of professional development for managers and supervisors introducing them to non-sexist approaches to evaluation.

4.3. WORKING CONDITIONS

In general, administrative staff occupy the less favourable working space. Staff, most of whom are women and who work in the same location every day are often relegated to uncomfortable and unpleasant windowless areas, while managers, most of whom are men, may (because of cross-appointments) occupy two or three attractive offices.

H. RECOMMENDATION: The administration should rationalize the use and assignment of space to reflect the realities of people's work situation rather than hierarchy.

Technological changes in offices are now occurring very rapidly. These often have a major impact on women's work. Yet women staff are seldom consulted or considered prior to the installation of new technology. In addition to the impact on their work, failure to consult often means a sub-optimal use of new technologies.

I. RECOMMENDATION: Administrative staff should be part of the consultation and decision process when new technology is being considered.

Women staff are still often expected to perform menial tasks clearly outside their job description.

J. RECOMMENDATION: The University administration should issue a directive that staff are not to be asked or expected to perform housekeeping duties such as making, fetching or serving coffee, or personal work for supervisors.

5. THE CONCERNS OF FACULTY

5.1. FACULTY: STAFFING

Our preamble pointed out a gender organization which differentiates women and men in relation to a career process, women tending traditionally to be assigned to positions lacking career opportunities. While such traditions have been modified, their effects are still built into the academic organization of the University. The disproportionate representation of women in sessional and non-tenure track appointments and the small proportion of women in more senior academic positions perpetuates this pattern. Such patterns have been documented for Canadian universities in general (for example, Breslauer, 1985; Boyd, 1979) and the University of Toronto is no exception: in 1984/85 women made up approximately 33% of assistant professsors, 20% of associate professors and 9% of full professors -- a total of 18% of the Faculty.

The career process in the academic context is distinctive. University faculties, schools and departments participate in disciplines and professions beyond the university. The career of an individual in the university is in part also a career within the profession or discipline, and the status of women within the university is closely related to their status outside. There has been some improvement in the positions of women in some of the disciplines traditionally dominated by men. In the decade from 1971 to 1981, for example, the female proportion of social scientists across Canada rose, but only marginally, and primarily through the infusion of junior academics whose positions are often contractually limited (Brodie, Andrew and Rayside, 1982).

At the same time, the number of women pursuing and obtaining professional qualifications in fields dominated by men is increasing. Hence even though more women are being hired, this increase does not fully reflect the increased availability of qualified women candidates.

5.1.1. OBJECTIVES

The effects of previous discriminatory patterns mean that there are relatively few senior women available. Hence it is the intake and retention of junior faculty which is central to rectifying gender biases. Clearly at current rates at which junior positions open up, this will take time. Hence special efforts should be made to recruit and retain women at junior levels. When a disproportionate number of United States citizens were being hired for academic jobs in Canada, universities instituted measures to ensure that adequate searches for Canadians had been undertaken. Similar assertive action is needed for women.

A. RECOMMENDATION: Standards for search procedures should be developed going beyond the normal advertising to include at least the following:

1. contacting the chairs of relevant university departments to identify possible candidates, specifically including women;

2. seeking suggestions from women in the field within and outside the University and from organizations representing women in the discipline or profession.

B. RECOMMENDATION: Departments should formulate reasonable objectives, schedules and means to improve their gender profile. (Appendix D, figure 3

Such formulations would provide a criterion against which their actual performance could be evaluated in the three-year review of the gender-status of the University (recommended in 2.5 above.)

C. RECOMMENDATION: Every hiring and promotions and tenure committee should include at least one woman member.

To ensure that the implementation of these recommendations will not overload women junior faculty with administrative duties, committee work should be distributed among all women faculty including tutors and lecturers. Women junior faculty are quite commonly overloaded with administrative and sometimes also teaching duties (arising from the disproportion of women and men faculty) to the detriment of their scholarly work and hence eventually the possibilities of tenure.

5.1.2. MONITORING HIRING, AND PROMOTIONS AND TENURE PROCEEDINGS

The intersection of scholarly or scientific discourse with the University is reflected in hiring and tenure and promotions procedures giving departments and schools considerable autonomy. In considering how these procedures might be modified to eliminate gender biases, departments must continue to be able to make decisions in accordance with the standards of excellence in their field and their knowledge of the particular needs of their departments. We have sought recommendations which will monitor the procedures used by departments while preserving the autonomous exercise of competent judgment.

D. RECOMMENDATION: The Provost should establish an ad hoc committee to formulate recommendations and guidelines advising departments how to avoid gender-biases in hiring

and promotions and tenure.

E. RECOMMENDATION: The Provost should establish a panel from the members of which committees could be formed to review procedures used by departments in hiring and promotions and tenure procedures in accordance with such guidelines. Each constituted committee should include a representative of the Faculty Association and at least one woman. Reviews should attend to procedural matters only. Promotions and tenure proceedings of the University would not be considered completed until the committee had made its review. The denial of promotion or tenure should also be subject to review.

There is known to be a discounting effect whereby academic work attributed to women is seen as less valuable than comparable work attributed to men (see Goldberg, 1969; Smith, 1978). Departments should be made aware of the possible operation of this non-conscious source of bias.

F. RECOMMENDATION: Cases made by the department to the reviewing committee for appointing, promoting or giving tenure to given individuals, should clearly identify the grounds on which closely comparable candidates had not been appointed, promoted or given tenure and relate these to the general standards applied in recent similar decisions in the same department.

There are indications that while the proportions of women and men hired into tenure-stream positions are improving, the retention of women in tenured positions is disproportionately low. There are indications of different expectations of women both by departments and the women themselves, leading to misunderstandings about what course to follow to maximize the chances of achieving tenure.

G. RECOMMENDATION: Both women and men junior faculty would benefit from a discussion with the Chair of the department at the outset of their contract about the priorities of the department, and the criteria likely to be operative in determining their reappointment, promotion or tenure. The outcome of this discussion should be summarized in writing. Such discussion should explicitly address the issue of administrative duties and junior faculty should not be expected to undertake administrative duties beyond these expectations.

5.1.3. THE IMPLICATIONS OF THE FISCAL CRISIS

A major barrier to increased representation of women in the faculty is the very low level of hiring into tenure stream positions in times of fiscal restraint. Precisely at the time when unprecedented numbers of women are acquiring professional skills, jobs do not exist. Breslauer (1985) suggests that women are multipli-disadvantaged in these times. The rate at which the University can improve the proportion of women faculty depends on opening up existing places to younger scholars and scientists. The University has already moved to change its benefits package and its pension plan to make early retirement more attractive. Other possibilities to be considered are forms of job-sharing, tenure-stream and tenured part-time appointments, etc. Granting agencies in Canada can be alerted to the problem of the multiple disadvantages of women scholars and encouraged to develop specialized funding programs for women. For example, the National Science Foundation in the United States has

established a program of Visiting Professorships for Women.

5.2. CONTRACTUALLY-LIMITED APPOINTMENTS

Canadian universities have responded to the fiscal crisis by increasing the number of term appointments. Women are disproportionately represented in contractually-limited positions, where they are burdened by a heavy load of teaching responsibilities, lack of access to resources facilitating research, and the need to look continuously for the next job (see Brodie et al., 1982). Their opportunities to publish and hence to establish themselves professionally are dramatically limited by their work conditions. The absence of secure employment perpetuates the unequal representation of women in a wide range of academic disciplines. It also stifles the fresh concerns a new generation of scholars should bring to the University.

Contractually-limited appointments ought to be used only when they are needed to fill short-term commitments. Departments should fill contractually-limited appointments only with those who can be considered for a tenure-stream appointment and those who have occupied a contractually-limited position, should be encouraged to apply for tenure-stream positions. Those occupying contractually-limited positions should be treated as full members of their departments, having access for conference travel funds, small-scale research funds, etc. on the same basis as other faculty, and function as regular voting members of the department.

H. RECOMMENDATION: The use of contractually-limited appointments should be restricted to short-term needs.

I. RECOMMENDATION: Guidelines should be established to ensure that those occupying contractually-limited positions are treated as full-fledged members of department, including access to travel funds for conferences and small-scale research or study funds available in the department and function as regular voting members of the department.

J. RECOMMENDATION: Those occupying contractually-limited positions should be encouraged to apply for tenure-stream positions as they become open.

5.3. SENIOR TUTORS

Senior tutor positions within the University are held disproportionately by women.[1] The Haist Rules describe the position as a career position with little, or no involvement in individual research.

There are several problems with this category:

1. because there is no expectation of individual scholarly research, and because Senior Tutors often teach languages, in laboratories, or in large first-year courses, their work is

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[1] Although neither UTFA nor the Administration currently provide full data broken down by sex, all those consulted agree that this is the case. For example, of 18 Senior Tutors at Scarborough College, 12 are women.

deemed to be less taxing and their teaching load is heavier than normal--up to twice as many classroom hours;

2. despite heavier teaching loads, Senior Tutors are paid at the level of Lecturers, sometimes on sessional contracts. Thus one Senior Tutor with a three-year sessional (nine-month) contract at a low salary level, found herself having to teach summer school to bring her income up to normal. This meant that she was teaching twice as much as a full-time faculty member at a salary of a non-tenured faculty member without a Ph.D.

3. although the University claims no expectation of individual scholarly research, course and curriculum development themselves require considerable research. With an increased teaching load, little time is left to prepare research for publication, and there are limited possibilities for either obtaining funds or leave for professional development.

4. there is a group of Senior Tutors mostly holding doctorates who undertake full professorial duties (teaching in upper level and even graduate courses, doing administrative work and research). In these cases, the category of Senior Tutor is being used as an exploitative alternative to tenure-stream appointments.

5. "invisibility"--the title itself lends invisibility to the position, implying merely an ancillary service to students rather than the considerable initiative that the position actually entails. The title compounds the problem of invisibility deriving from the lack of recognized status. For example, when a departmental office was asked to submit a list of women faculty to serve on a committee, the reply was that there were no women on the faculty. There were in fact six female Senior Tutors.

6. Senior Tutors are also required to present their work for evaluation every five years when their contracts are renewable. Contracts can be refused renewal for fiscal reasons. Tenured faculty with equivalent degrees, experience, and responsibilities do not have to be evaluated once tenure is attained. The policy for Senior Tutors is both exploitative and unjust.

K. RECOMMENDATION: The position of Senior Tutor should be reconstructed to give it genuine faculty status. This would include at least the following:

1. salary ceilings should be abandoned, sessional appointments should be disallowed and work load should be more equitably assigned;

2. guidelines should be established to ensure that those occupying these positions have access to departmental resources which will help encourage their professional development (e.g., travel funds, supported study or research leave);

3. a new title for the category should be found which recognizes the contribution of people occupying the position;

4. after review at the end of the first five-year contract, Senior tutor contracts should be renewable without further review. Failure to renew should be grievable;

5. senior Tutors holding a Ph.D. or Phil.M should be paid at a level appropriate to their qualifications.

L: Recommendation: those presently in Senior Tutor positions should have the option of being considered for tenure-stream positions.

5.4. WOMEN AND RESEARCH

The significance of status in the discipline for position in the University raises the issue of women's relation to research and research resources. Women's position in their discipline may be limited because research is still dominated by men who are the majority on editorial boards, granting agencies, grant review committees and executives of scientific organizations (Sheinin, 1984). Fields of research which are identified with women, such as family, women's studies, and women's health, are viewed as less important. As with the situation of women students, there is no recognition of differences in women's and men's life careers and no provision for the interruption in women's research careers resulting from childbearing.

The site of these difficulties in many instances lies outside the University of Toronto. Nonetheless the University of Toronto is not without influence. Hence our recommendation:

M. RECOMMENDATION: The University of Toronto should carry out a review of the situation of women and research at this University, formulate and implement appropriate policies and proposals, and where appropriate bring pressure to bear on relevant agencies, in the following areas:

1. the gender-composition of national umbrella organizations such as the Social Science and Humanities Research Council of Canada, the Natural Sciences and Engineering Research Council, the Medical Research Council, the Standing Committee on Science and Technology, and the Science Council of Canada, and the need for a greater representation of women on such bodies;

2. the gender-compositions of disciplinary organizations (cf., Pyke, 1984);

3. the provision for parental leave in research stipends, fellowships, etc.;

4. the establishment of special grants enabling women scholars to return to research in their field of specialization after extended periods of absence related to their family commitments (the National Science Foundation in the United States has such a program);

5. the development of research guidelines by the Office Research and Administration of the University of Toronto to ensure the equal treatment of the sexes in research. The principles of such guidelines have been formulated in the SSHRC publication "On the treatment of the sexes in research" (Eichler and Lapointe, 1985). Research contracts treating the sexes unequally should not be accepted by the University of Toronto;

6. an increase in funds for research in relation to women's issues.[1]

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Appendix A

University and College Affirmative Action Policies Consulted

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*documents appended.

APPENDIX B

Center for Improving Teaching Effectiveness, Virginia Commonwealth University. Projects undertaken by the Center include identification of subtle behaviors by which faculty may discourage minority students, and techniques to enhance faculty and student awareness. For further information, contact John F. Noonan, Director, 901 West Franklin St., Richmond, VA 23284, (804) 257-1121.

Informal Network of Researchers and Practitioners Interested in Sex Equity in Classroom Interactions. For information, contact Susan Klein, National Advisory Council on Women's Educational Programs, 1832 M St., NW, Suite 821, Washington, DC 20036, (202) 653-5846 or Barbara Richardson, Teaching and Instruction, Teaching and Learning, National Institute of Education, 1200 19th St., NW, Washington, DC 20208, (202) 254-5407.

Mid-Atlantic Center for Sex Equity. One of 10 regional centers that provide technical assistance and other resources to school systems, including training on how to avoid sex bias in student-teacher interaction. For further information, contact David Sadker, Director, Mid-Atlantic Center for Sex Equity, The American University, Foxhall Square Building, Suite 252, 3301 New Mexico Ave., NW, Washington, DC 20016, (202) 686-3511.

National Association for Women Deans, Administrators and Counselors (NAWDAC). Publishes a quarterly newsletter and journal as well as mailings throughout the year. Journal articles often focus on issues in women students' development. Membership costs $45 per year ($20 for retired persons and students). For further information, contact Patricia Ruecker, Executive Director, 1625 Eye St., NW, #624-A, Washington, DC 20006, (202) 659-9330.

National Association of Student Personnel Administrators (NASPA). For general information, contact Jane Howard-Jasper, Assistant Executive Director, NASPA, One Dupont Circle, NW, Washington, DC 20036, (202) 833-4660. For information on professional development assistance for women, contact Nancy Turner, Coordinator for the Women's Network, Florida State University, Tallahassee, FL 32306, (904) 644-3208.

National Council for Staff, Program and Organizational Development (NCSPOD). A national organization for those active in faculty development in two-year colleges. NCSPOD publishes a newsletter and refers consultants specializing in a variety of faculty development areas. For additional information, contact Maureen Luxenbill, President, Miami-Dade Community College, South Campus, FSPD Office, Room 3336, 11011 Southwest 104 St., Miami, FL 33176, (305) 596-1366.

National Institute for Staff and Organizational Development (NISOD). A national faculty development organization, NISOD focuses on creating a positive learning environment in community colleges and other two-year institutions. Affiliated with the North American Consortium, NISOD serves non-member as well as member institutions. It provides publications, workshops and consultants with a focus on classroom dynamics. Many offerings emphasize ways in which faculty can best serve nontraditional students. For further information, contact Nancy Armes, Executive Director, NISOD, 348 Education Building, University of Texas at Austin, Austin, TX 78712, (512) 471-7545.

Professional Organizational Development Network in Higher Education (POD). A national professional organization for those involved in faculty development at all levels of postsecondary education, POD offers a referral service to institutions seeking faculty development consultants. For further information, contact: Michael Davis, Executive Director, Office of the Academic Vice President, University of the Pacific, Stockton, CA 95211, (209) 946-2551.

Women Students Leadership Training Project. Designed to arm students with information, training and leadership skills to combat sex discrimination in postsecondary education, the project held a national conference and distributed a resource manual to student leaders in 1980. It is currently developing regional information and support networks. For further information, contact Donna Brownsey, National Student Educational Fund, 2000 P St., NW, Suite 305, Washington, DC 20036, (202) 785-1856.

APPENDIX A

STUDENT-FACULTY COMMUNICATION CHECKLIST*

It may be difficult for an instructor to be consciously aware of the interactional dynamics in the classroom, while at the same time transmitting the content of the lecture of guiding a discussion. For this reason, the following techniques are suggested to help faculty with an analysis of the interaction in their classes.

A. Classroom Observation

Having a friend, colleague, or teaching assistant observe some of your classes on a random basis can be helpful. Classroom observation can be used to answer questions such as:

1. What is the number of males versus females called on to answer questions?
2. Which students (male or female) participate in class more frequently through answering questions or making comments? Is the number disproportional enough that you should encourage some students to participate more frequently?
3. Do interruptions occur when an individual is talking? If so, who does the interrupting?
4. Is your verbal response to students positive? aversive? encouraging? Is it the same for all students? If not, what is the reason? (Valid reasons occur from time to time for reacting or responding to a particular student in a highly specific manner.)
5. Do you tend to face or address one section of the classroom more than others? Do you establish eye contact with certain students more than others? What are the gestures, postures, or facial expressions used and are they different for men, women, or minority students?

B. Audio Taping of Class Section

A student could tape record some of your class sessions. Self-analysis of the tapes could provide answers to questions such as:

1. Which students do you call by name?
2. What language pattern are you using? Is there a regular use of male referencing? or the generic "he"? or the universal "man"? Are stereotypical assumptions about men and women revealed in your classroom dialogue?
3. Are examples and anecdotes drawn from men's lives only?
4. Can differential patterns of reinforcement be detected from the tapes?

[*Reprinted from *Sex and Gender in the Social Sciences: Reassessing the Introductory Course*]

APPENDIX B

CURRICULUM ANALYSIS PROJECT FOR SOCIAL SCIENCES STUDENT PERCEPTION QUESTIONNAIRE*

DIRECTIONS: ANSWER EACH OF THE FOLLOWING QUESTIONS. GIVE ONLY ONE ANSWER TO EACH QUESTION. PLACE THE NUMBER CORRESPONDING TO YOUR ANSWER ON THE BLANK TO THE LEFT OF THE QUESTION.

___ 1. Age at present time:
- (1) 17-20
- (2) 21-24
- (3) 25-30
- (4) 31-40
- (5) 41 or more

___ 2. Citizenship:
- (1) Citizen of the USA
- (2) Noncitizen of the USA

___ 3. If U.S. citizen, what is your race? (If not U.S. citizen, do not answer.)
- (1) Caucasian (White American)
- (2) Black American
- (3) Hispanic (Mexican-American, Puerto Rican, Cuban, etc.)
- (4) Native American (North American Indian/Alaskan)
- (5) Asian American

___ 4. Sex of student
- (1) Male
- (2) Female

___ 5. This course is:
- (1) Required for my academic major
- (2) Not in my academic major

___ 6. Does your instructor know you by name?
- (1) Yes
- (2) No
- (3) Don't know or uncertain

___ 7. How often do you voluntarily answer questions or contribute to class discussions in this class?
- (1) Never
- (2) One to three times during the course
- (3) An average of once a week
- (4) An average of two to three times a week
- (5) An average of one or more times a day

___ 8. How often does the instructor call on you or ask you to respond to a question or comment?
- (1) Instructor does not call on anyone
- (2) One to three times during the course
- (3) An average of once a week
- (4) An average of two to three times a week
- (5) Never

___ 9. How does the instructor most frequently call on you?
- (1) By name
- (2) By pointing with hand
- (3) By eye contact/looking directly at me
- (4) Instructor never calls on me

(Continued on next page)

(Continued from preceding page)

___10. Are there times when you raise your hand to ask a question or make a comment but do not get called on by the instructor?
(1) Once or twice
(2) Three or more times
(3) I am called on when I raise my hand
(4) I never raise my hand

___11. Why do you think the instructor does not call on you when you raise your hand? (Select the one answer which best reflects your opinion.)
(1) Too many students want to respond
(2) Others beat me to it
(3) Instructor does not see or hear me
(4) Instructor ignores me
(5) This situation never occurs

___12. Are there times when you want to participate in class by asking a question or making a comment but choose not to do so?
(1) Once or twice
(2) Three or more times
(3) Nearly every day
(4) No, because I participate when I want to
(5) I do not want to participate

___13. If you have wanted to participate in class by asking a question or making a comment but did not do so, what was your reason for not doing so? (Select the one response that most closely corresponds with your feelings.)
(1) Felt insecure, inadequate, or uncertain
(2) Another student asked question or commented first
(3) Too many students in class
(4) Disagreed with instructor but chose not to speak out
(5) This situation never occurs

___14. In your opinion, which students most frequently participate in class? (Select the one answer that best represents your opinion)
(1) Those who are most knowledgeable or most interested in the subject
(2) Those who are seeking clarification or want more information
(3) Those who are trying to show off or get attention
(4) I have not noticed

___15. In your opinion, which students ask the most questions and make the most comments in class?
(1) Male student(s)
(2) Female student(s)
(3) Male and female students equally
(4) Have not noticed

___16. How does the instructor react to the questions you make in class?
(1) Encourages me to question or comment again
(2) Discourages me from commenting or asking a question again
(3) Neither encourages nor discourages me
(4) I never participate

___17. In your opinion, how does the instructor react to opinions and comments given by other students in the class?
(1) Respects the opinions of students in this class
(2) Does not respect the opinions of students in this class
(3) Embarrasses or "puts down" students for their opinions
(4) I did not notice

___18. Does your instructor use humor or make humorous references that you feel are offensive, embarrassing, or belittling to any individuals or groups?
(1) Never
(2) One time
(3) Occasionally
(4) Frequently

___19. How often do student participate in this class by asking questions or making comments?
(1) Never
(2) Rarely
(3) Occasionally
(4) Frequently

Reprinted from Sex and Gender in the Social Sciences: Reassessing the Introductory Course]

APPENDIX C

SOURCES FOR QUOTATIONS

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HALL + SANDLER

FEBRUARY, 1982

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Appendix C

A monthly publication of University of Toronto Staff Association

utsa NEWSLETTER

AUGUST/SEPTEMBER 1984 Vol XIII, No V EDITOR, DOMINIQUE BURS

STATUS OF WOMEN AT U of T

by Dominique Burs

It is interesting to note that the number of women administrative staff working at U of T is more than twice the number of men (2385:1165). Given this majority of women, one would expect more women to be in higher positions, but this is not the case. The Personnel Department has given us a breakdown of women and men by salary level: (April 1984 data).

Salary $	Female	Male	Total
10,000 - 14,999	117	20	137
15,000 - 19,999	918	163	1081
20,000 - 24,999	821	256	1077
25,000 - 29,999	289	262	551
30,000 - 34,999	153	196	349
35,000 - 39,999	55	119	174
40,000 - 44,999	19	65	84
45,000 +	13	84	97
TOTAL	2385	1165	3550

By far the largest group of women (918) is at the $15,000 - 19,999 salary level. The largest group of men (262) is at the $25,000 - 29,999 level, but over all the men are spread out more evenly in all groups than are the women.

If we look at staff making $10,000 - $24,999, we find that 1856 of them are women and 439 are men. Given that there are twice as many women, we can adjust the ratio to 928:439 which again gives a ratio of almost 2:1 in favour of women.

When we look at staff making over $30,000, the women total 240, the men 464. Again if we adjust for twice as many women staff, the ratio becomes 464:120 which is close to 4:1 in favour of men.

The $45,000 and over category shows us 84:13 or again--adjusting for twice as many women staff--84:6.5 which is 13 times as many men as women.

Another thing that we have discovered in looking over these statistics is the existence of what may be termed a "female ghetto". Staff making $10,000 - 24,999 in the clerical, secretarial and administrative classifications consist of 93% women. The Secretary 1 - 5 classifications are made up of 100% women as the following chart shows:

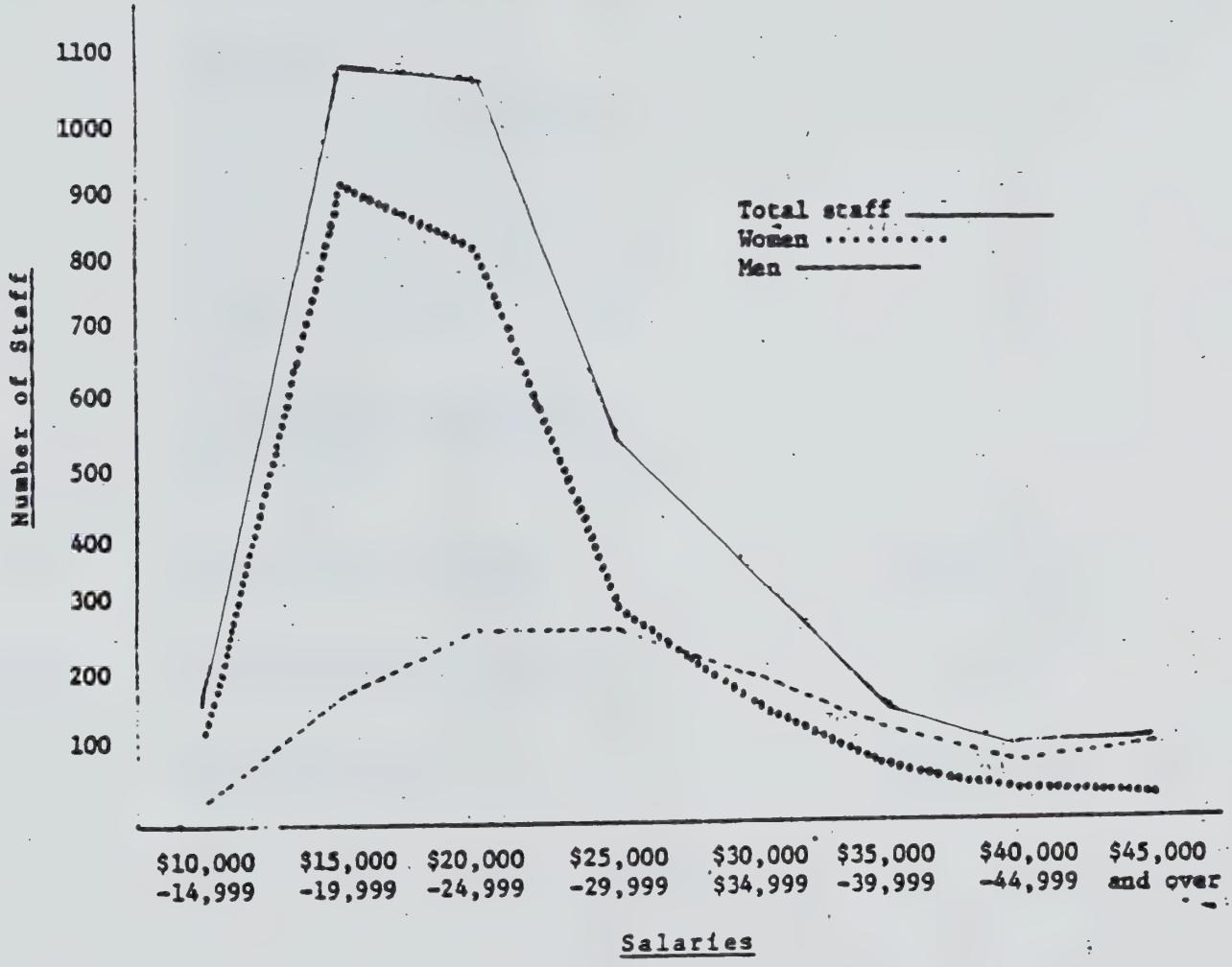
(to page 4)

BREAKDOWN OF MALE AND FEMALE ADMINISTRATIVE STAFF IN SECRETARIAL, CLERICAL AND ADMINISTRATIVE I POSITIONS

Job Classification		Number of Women		Number of Men		Total
Secretary	1	127		-		127
	2	185		-		185
	3	139		-		139
	4	33		-		33
	5	1		-		1
	subtotal	485	(100%)	-		485
Clerk	1	4.5		-		4.5
	2	50		20		70
	3	113		13		126
	4	38		10		48
	subtotal	205.5	(83%)	43	(17%)	248.5
Admin. Assistant 1		180	(88%)	25	(12%)	205
		870.5	(93%)	68	(7%)	938.5

BREAKDOWN OF MALE AND FEMALE ADMINISTRATIVE STAFF BY SALARY LEVEL

(April 1984 data)



Over all we find that at U of T, an equal opportunity employer, women-- although in the majority-- remain at the bottom of the salary scale, while a smaller number of men dominate the top of the scale.

What conclusions should we draw from these statistics? We invite YOUR opinion.

NEW UTSA COMMITTEE ON THE STATUS OF WOMEN AT U OF T

Please contact the UTSA office at 978-8644 if you are interested in being part of this committee.

Appendix D

Staff: Review of Job Classification System

When	Task	Agent
Year 1	Appointment of Committee	President
	to develop non-discriminatory system of job-classification;	
	Committee to include representatives of Personnel Dept.,and UTSA,	
	Committee, in consultation with	Committee
	Women's Directorate of Ontario and other appropriate experts studies various job-classification systems.	
	Establishment of an independent appeal committee on job classification to which individual as well as supervisors, etc. could appeal.	
9 months	Job Classification Committee produces proposal for discussion and review and receives feedback.	Committee, Administration and Departments.
Year 2 3 months	Committee revises job-classification system and recommends implementation.	Committee
6 months	Implementation of revised-job-classification system.	Personnel, Administration

Staff: Career Development

When	Task	Agent
Year 1	Train personnel for development of employee data bank	Personnel Dept.
6 months	Establish data bank of employees' skills, qualifications, interest in advancement and how to contact.	
	Develop procedure for updating data bank, including new qualifications added by employees.	
Year 2	Establish standardized personnel records.	
	Incorporate employee databank into internal job search procedures	

Staff and Faculty: Affirmative Action Objectives

When	Task	Agent
Year 1	Establish President's committee with mandate to establish affirmative action objectives for next decade of University.	President
	Seek advice of Province of Ontario Women's Directorate and consult with UTFA and UTSA in preparation of preliminary strategies	President's Committee, Deans, and Chairs of Departments, UTFA, UTSA.
6 months	Call on Faculties, Divisions and Administration to establish affirmative action objectives for next decade.	
Year 2	In consultation with Faculties and divisions and Administration, set up principles, criteria and procedures for setting objectives	Committee, Deans of Divisions, and Faculties.
	Departments/Divisions and Administration prepare affirmative action plans, with definite five-year targets and defined procedures for achieving them	Departments
9 months	Departmental Objectives reviewed and coordinated at Divisional and Faculty level. Division and Faculty plans and targets formulated.	Deans/Principal of Divisions and Faculties
Year 3	President's Committee receives and reviews affirmative action plans from Divisions and Faculties in consultation with UTSA and UTFA	President's Committee
3 months	Further consultation with Faculties, Divisions and Administration	Deans, Dept. Chairs, Administration
6 months	Revision of University Plan	President's Committee
9 months	Publication of University Plan and presentation to Governing Council	President's Committee, President, Governing Council.

Year 4	Implementation of University Affirmative Action Plan	Divisions, Faculties, Departments and Administrator
Year 6 et seq. at 3 year intervals	Divisions, Faculties and Administration report to Governing Council on progress in achieving targets	Divisions Faculties and Administration Governing Council

Notes

[1]The Ad Hoc Committee can be contacted by calling either Annabel Cohen, 828-5303; Dorothy Smith, 923-6641 (ext. 2237), Pat Staton, 923-6641 (ext. 2520)); Gayle Burt 978-4683, Janice Drakich, 284-3168.

The complete version will be available from:

1. Robarts Library (reference desk),
2. Women's Studies Library (New College, circulation desk),
3. Women's Centre (49 St. George)
4. Women's Resource Centre, O.I.S.E. (6th floor).
5. Scarborough Library, Erindale Library.

Interviews were held with the following, among others:

Rosemary Volpe, Ryerson Affirmative Action Officer.

University of Toronto Day Care Center.

Bruce Kidd, Physical Education Department.

Linda Offman, Hart House

Ellen Waxman, O.C.U.F.A.

Lois Reimer, Status of Women Officer

Dorothy Gilmeister, Equal Opportunity Officer, 1977-81.

Graduate Student Union

Comments received from the following, among others.

Professor Bill Callahan, History

Dean Eleanor Irwin, Humanities, Scarborough

Professor John Kirkness, French

Senator Lorna Marsden, Sociology

Linda Offman, Hart House and part-time undergraduate student.

Lois Reimer, Status of Women Officer

Professor Loretta Reinhardt, Anthropology, Erindale

Vice-Dean Rose Sheinen, School of Graduate Studies

Principal Ron Williams, Scarborough College

Gabrielle Vandevelde, Undergraduate Student, Arts and Science.

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